UF | Department of Applied Physiology and Kinesiology
College of Health and Human Performance
UNIVERSITY of FLORIDA

Clinical Research in Athletic Training II

ATR 7629 | 3 Credits | Spring 2026

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Course Info

INSTRUCTOR

Dr. Brady L. Tripp, LAT, ATC
Office: 148 FLG
Office Phone: 352-294-1725
Email: trippb@ufl.edu
Preferred Method of Contact: **Email**

OFFICE HOURS

By appointment, Tuesdays 2:00-4:00, email to confirm.

MEETING TIME/LOCATION

In-person
Thursdays, 8:30AM-11:30AM / Yon Hall 11

COURSE DESCRIPTION

Advances the research experience for Athletic Trainers and fosters the integration of evidence-based clinical practice for improved patient outcomes. Students will improve professional writing skills and scholarship appraisal and produce a scholarly work (e.g., presentation, publication).

PREREQUISITE KNOWLEDGE & SKILLS

Pre-requisite: ATR 7628 Clinical Research in Athletic Training I.

REQUIRED & RECOMMENDED MATERIALS

Textbook	ISBN	
Research Methods: A framework for evid. based clinical practice Author: Wendy Hurley, Jay Hertel, and Craig Denegar Year: 2010, Edition: 1st	978-0781797689	Required
All other reading materials will be available on the class Canvas page or the instructor will provide soft or hard copies in person. Journal articles will be used frequently. Other articles will be available online and retrieved from various libraries.		

COURSE FORMAT

Course material will be presented through video and in-person lectures, online materials, and interactive workshop formats with 3.0 contact hours per week. This class will consist primarily of class roundtable discussions and some didactic presentations. Canvas will provide students with video lectures, content to supplement discussions, details regarding assignment expectations and grading criteria/rubrics and serve to assist the student with applicable resources for programmatic success within the Doctor of Athletic Training Program.

COURSE LEARNING OBJECTIVES

1. Identify and examine the components and application of disablement models in sports medicine
2. Create clinically relevant questions; design and apply searches for recently published meta-analyses and systematic reviews
3. Locate and critique recently published studies, meta-analyses, and systematic reviews using critical appraisal tools (PEDRo, QUADAS, PRISMA, etc.)
4. Organize, evaluate, and synthesize published evidence and author professional writing and presentations to disseminate results yielding a scholarly project suitable for submission to a peer-reviewed journal and/or sports medicine related conference presentation

University Policies

University policies are summarized at the Academic Policies & Resources page. This webpage describes academic policies, such as attendance, grading, personal conduct, DRC and evaluation, as well as campus academic, health, and wellness resources.

Course Policies

ATTENDANCE & PARTICIPATION POLICY

Requirements related to class attendance are consistent with University policies.

Critical-Thinking Questions and Participation: Each student, as part of his/her participation, is expected to ask questions. Insightful questions will be monitored during the year and contribute to participation grade. In addition, attending class, contributing to class, and useful information provided during class will be counted toward your participation grade. Any class period listed as "discussion", requires prior review of posted content to facilitate a valuable learning experience. Failure to come to class "prepared" creates an ineffective environment for valuable exchange of information. The instructor will use the rubric in the table below to assign participation points during discussion sessions (see dates within the course schedule listed as “discussion”).

Excellent	10 pts	Defines, describes, and illustrates concepts Explains, assesses, and criticizes ideas Demonstrates preparation and reading of assignments
Good	8 pts	Defines, describes, and illustrates concepts Explains, assesses, and criticizes ideas Evidence of reading assignments, but not fully prepared
Reasonable	6 pts	Defines, describes, and illustrates concepts Explains, assesses, or criticizes some ideas Evidence of incomplete reading of assignments and preparation
Basic	4 pts	Defines and describes some concepts Explains but cannot assess and criticize ideas Clearly unprepared and lacking evidence of reading assignments
Bare Minimum	2 pts	Defines and describes some concepts Unable to explain, assess, or criticize ideas Clearly unprepared and lacking evidence of reading assignments
Unacceptable	0 pts	Refuses to engage in discussion or answer questions when asked Engaged in inappropriate behaviors (using cell phone, social media, visiting irrelevant websites) Not present

PERSONAL CONDUCT POLICY

- All students are expected to conduct themselves in a respectful and responsible manner
- All students are expected to be on time for class
- All students are expected to turn off or silence their electronics
- All students are expected to not participate in actions that may disrupt the class
- The instructor reserves the right to ask any student to leave the classroom if the student violates any the above class expectations

Plagiarism: Defined as the use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, projects/papers submitted for another course (either intentional or unintentional), is guilty of plagiarism *(please refer to the DAT Program Plagiarism Policy in the Student Handbook)*.

EXAMINATION & MAKE-UP POLICY

Written examinations will be administered via Canvas and will range in points from 75 – 300 and include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). Each examination will include a practical portion that will include palpations, special tests, and oral response. Practical portions will include a time limit of 10 to 20 minutes. There will be no make-up examinations unless exceptional conditions occur (as defined in the University of Florida Catalog). Prior permission from the professor is required. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog.

There will be a time limit for each examination. Examinations will evaluate your understanding of material from lecture, text, and other supplemental material provided. Examinations may be administered via e-learning using lock-down browser or additional proctoring method. You should visit the website (Links to an external site) and download "Lock Down Browser" for either Windows or MAC. It may take 5-10 minutes to download so please complete the process prior to accessing an examination. As a reminder, please be sure to have a secure internet access when taking examinations. For MAC users, Safari is not a compatible internet browser with Canvas - please use either Internet Explorer, Google Chrome, or Firefox (version 10 or 12 - not version 11) when accessing the e-learning system. If you have issues during an examination, please call the help desk 352-392-4357. You should complete examinations during Help Desk hours so you will have access to assistance if needed. If you have an issue during a quiz/examination, please email the instructor once you have submitted the examination. Access to examinations after submission is restricted, but you will see the grade and it will be posted in the course gradebook.

Quizzes: Quizzes will assess learning progress from lecture material and assigned readings. There will be a time limit for each quiz. To ensure that you are reading the assigned material, the quizzes may be both announced and unannounced. Quizzes will range from 1-25 points and include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). For quizzes administered in e-Learning you may use notes only upon request of the instructor. You should employ examination best practices (stated above) for e-Learning quizzes. There will be no make-ups for missed quizzes (showing up late, etc.), unless exceptional conditions occur as defined in the University of Florida Undergraduate Catalog. Please see this link for more information.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: (1) The email they receive from GatorEvals, (2) Their Canvas course menu under GatorEvals, or (3) The **central portal**.

Guidance on how to provide constructive feedback is available at **the gator evals site**. Students will be notified when the evaluation period opens. Summaries of course evaluation results are also available at **the gator evals site**.

DEPARTMENT ADMINISTRATORS

For suggestions or concerns related to APK courses or programming, please reach out to any of the following:

- Dr. David Vaillancourt (he/him), APK Department Chair, vcourt@ufl.edu
- Dr. Demetra Christou (she/her), APK Department Vice Chair, ddchristou@hhp.ufl.edu
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, scoombes@ufl.edu
- Dr. Anna Gardner (she/her), APK Undergraduate Coordinator, akgardner@ufl.edu

GRADING

Letter Grade	Grade Points	Percentage
A	*4.00*	92 - 100
A-	*3.67*	89 - 91
B+	*3.33*	87 - 88
B	*3.00*	82 - 86
B-	*2.67*	79 - 81
C+	*2.33*	77 - 78
C	*2.00*	72 - 76
C-	*1.67*	69 - 71
D+	*1.33*	67 - 68
D	*1.00*	62 - 66
D-	*0.67*	60 - 61
E	*0.00*	Below 60

Item	Percentage
Canvas Written Exam (1)	20%
Systematic Review (1)	40%
Presentation of Systematic Review (1)	10%
Quizzes/Peer-Reviews/Progress Reports (11)	14%
Critical Appraisals (5-8)	14
Critical-Thinking Questions and Participation (14)	2%
Total	100%

More detailed information regarding current UF grading policies can be found here.

ASSIGNMENTS & PROJECTS

Critical Appraisal Assignments: Assignments are to be submitted on e-Learning prior to the onset of class. **LATE ASSIGNMENTS ARE NOT ACCEPTED!** The professor will assign topics a week in advance. Students will search published literature for evidence addressing the research question. Students will create a narrated PowerPoint presentation detailing their critical appraisal of an appropriate study (i.e., the assigned research design).

Critical Appraisal Rubric:

Item	Points
Correct study design	8
Checklist items are interpreted and presented appropriately	50
PowerPoint quality	15
Video and narration quality	15
Video is within time restrictions (5 min. for a single study; 8 min. for SR or M-A)	8
A pdf of the article is included	4
Total	100

Systematic Review: Students prepare, perform, and complete an original systematic review in the format suitable for formal submission to the journal of athletic training. Various options for topics of the paper will be discussed in class and should be approved by the instructor.

Presentation of Systematic Review: Students develop a 10-minute presentation of their systematic review. There will be an additional 5 minutes for discussion and questions after each presentation. Students create a narrated PowerPoint presentation detailing each component of their systematic review. Presentations are to be submitted on e-Learning prior to the onset of class. LATE ASSIGNMENTS ARE NOT ACCEPTED!

Presentation of Systematic Review Rubric:

Section and Topic	Item #	Checklist item	Points
TITLE			
Title	1	Identify the report as a systematic review.	1
ABSTRACT			
Abstract	2	See the PRISMA 2020 for Abstracts checklist.	4
INTRODUCTION			
Rationale	3	Describe the rationale for the review in the context of existing knowledge.	2
Objectives	4	Provide an explicit statement of the objective(s) or question(s) the review addresses.	2
METHODS			
Eligibility criteria	5	Specify your inclusion and exclusion criteria for the review and how you grouped studies for the syntheses.	3
Information sources	6	Specify all databases, registers, websites, organizations, reference lists and other sources searched or consulted to identify studies. Specify the date when you last searched or consulted each source.	2
Search strategy	7	Present the full search strategies for all databases, registers and websites, including any filters and limits used.	3
Selection process	8	Specify the methods used to decide whether a study met the inclusion criteria of the review, including how many reviewers screened each record and each report retrieved, whether they worked independently, and if applicable, details of automation tools used in the process.	3
Data collection process	9	Specify the methods used to collect data from reports, including how many reviewers collected data from each report, whether they worked independently, any processes for obtaining or confirming data from study investigators, and if applicable, details of automation tools used in the process.	3
Data items	10a	Define all outcomes for which you sought data. Specify whether you sought all results that were compatible with each outcome domain in each study (e.g., for all measures, time points, analyses), and if not, the methods used to decide which results to collect.	2
	10b	List and define all other variables for which you sought data (e.g., participant and intervention characteristics, funding sources). Describe any assumptions made about any missing or unclear information.	1
Study risk of bias assessment	11	Specify the methods used to assess risk of bias in the included studies, including details of the tool(s) used, how many reviewers assessed each study and whether they worked independently, and if applicable, details of automation tools used in the process.	2
Effect measures	12	Specify for each outcome the effect measure(s) (e.g., risk ratio, mean difference) used in the synthesis or presentation of results.	2
Synthesis methods	13a	Describe processes used to decide which studies were eligible for each synthesis (e.g., tabulating the study intervention characteristics and comparing against the planned groups for each synthesis [item #5]).	1

	13b	Describe any methods required to prepare data for presentation or synthesis, e.g., missing summary statistics, or data conversions.	1
	13c	Describe any methods used to tabulate or visually display results of individual studies and syntheses.	1
	13d	Describe any methods used to synthesize results and provide a rationale for the choice(s). If meta-analysis was performed, describe the model(s), method(s) to identify the presence and extent of statistical heterogeneity, and software package(s) used.	1
	13e	Describe any methods used to explore possible causes of heterogeneity among study results (e.g., subgroup analysis, meta-regression).	1
	13f	Describe any sensitivity analyses conducted to assess robustness of the synthesized results.	1
Reporting bias assessment	14	Describe any methods used to assess risk of bias due to missing results in a synthesis (arising from reporting biases).	1
Certainty assessment	15	Describe any methods used to assess certainty (or confidence) in the body of evidence for an outcome.	1
RESULTS			
Study selection	16a	Describe the results of the search and selection process, from the number of records identified in the search to the number of studies included in the review, ideally using a flow diagram.	2
	16b	Cite studies that might appear to meet the inclusion criteria, but which you excluded, and explain why they were excluded.	2
Study characteristics	17	Cite each included study and present its characteristics.	6
Risk of bias in studies	18	Present assessments of risk of bias for each included study.	6
Results of individual studies	19	For all outcomes, present, for each study: (a) summary statistics for each group (where appropriate) and (b) an effect estimate and its precision (e.g. confidence interval), ideally using tables or plots.	6
Results of syntheses	20a	For each synthesis, briefly summarise the characteristics and risk of bias among contributing studies.	1
	20b	Present results of all statistical syntheses conducted. If meta-analysis was done, present for each the summary estimate and its precision (e.g., confidence/credible interval) and measures of statistical heterogeneity. If comparing groups, describe the direction of the effect.	1
	20c	Present results of all investigations of possible causes of heterogeneity among study results.	1
	20d	Present results of all sensitivity analyses conducted to assess the robustness of the synthesized results.	1
Reporting biases	21	Present assessments of risk of bias due to missing results (arising from reporting biases) for each synthesis assessed.	1
Certainty of evidence	22	Present assessments of certainty (or confidence) in the body of evidence for each outcome assessed.	1
DISCUSSION			
Discussion	23a	Provide a general interpretation of results in context of other evidence.	5
	23b	Any limitations of the evidence included in the review.	2
	23c	Any limitations of the review processes used.	2
	23d	Implications of the results for practice, policy, and future research.	2
OTHER			

Topic		Appropriate body of evidence is available supporting/refuting question	4
Format		Format is correct (follows all JAT submission guidelines: Introduction (no heading), Methods (appropriate subheadings), Results (appropriate subheadings), Discussion (appropriate subheadings); see JAT guidelines for style	5
References		Reference list is complete (comprehensive list of appropriate literature, both reviewed and cited); citations are employed when appropriate and in correct format	4
Quality of writing		See 'Writing Tips' for Content, Structure and Clarity, Tenses, Jargon, Passive Voice, Author Focus, Reporting Numbers, etc.	10
			100

Weekly Course Schedule

The course progression will tentatively follow the schedule below:

Week	Topics	Assignments
1	Overview of Syllabus, SR, & EBM	Syllabus Quiz; Discussion (CTQP)
2	Review EBM & Searching the Literature	Search Strategy Draft-1; Quiz; Discussion (CTQP)
3	Developing & Interpreting Systematic Reviews & Meta-Analyses	Quiz; Discussion (CTQP)
4	Stats Review & Developing & Interpreting SR & M-A	Quiz; Discussion (CTQP)
5	Critical Appraisal of Single Published Studies	Critical Appraisal; Quiz; Discussion (CTQP)
6	Individual Meetings Critical Appraisal of Single Published Studies (cont.)	Critical Appraisal; SR Progress Report-1
7	Individual Meetings; Critical Appraisal of Systematic Reviews & Meta-Analyses	Critical Appraisal; Quiz; Discussion (CTQP)
8	Individual Meetings; Professional Writing - Overview & Systematic Reviews; Individual Meetings	SR Progress Report-2; Critical Appraisal; Outline SR Paper; Quiz; Discussion (CTQP)
9	Systematic Reviews & Professional Presentation Guidelines; Individual Meetings	SR Progress Report-3; Peer-Review-1 of Your SR Paper; Draft-1 SR Paper; Your Peer-Review-1 of a Peer's SR Paper;
10	Disablement Models in Sports Medicine	Critical Appraisal; Peer-Review-2 of Your SR Paper; Draft-2 SR Paper; Your Peer-Review-2 of a Peer's SR Paper; Discussion (CTQP)
11	Comps Exams – Day-2 (TBD)	
12	Final Exam; Individual Meetings	SR Progress Report-4
13	Presentations	Your Peer-Review of a Peer's Presentation; Peer-Review of Your Presentation; Final Presentation Video; Discussion (CTQP)
14	Presentations	Peer-Review-3 of Your SR Paper; Final SR Paper; Your Peer-Review-3 of a Peer's SR Paper; Discussion (CTQP)

CTQP, Critical Thinking Questions & Participation